

Northside Elementary

710 N. Townville Street
Seneca, SC 29678

Grades	PK-5 Elementary School	
Enrollment	346 Students	
Principal	Geoff Smith	864-885-5022
Superintendent	Dr. Valerie Truesdale	864-886-4400
Board Chair	Harry B. Mays, Jr.	864-972-3629

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
6	46	25	3	0

IMPROVEMENT RATING

AVERAGE

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	Yes
2004	Good	Below Average	Yes
2005	Good	Average	Yes
2006	Good	Average	Yes

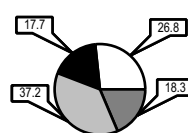
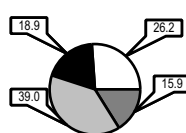
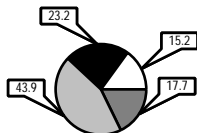
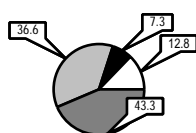
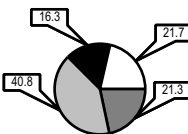
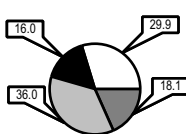
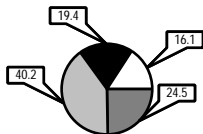
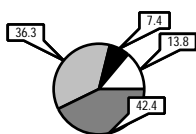
DEFINITIONS OF SCHOOL RATING TERMS





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	174	100.0	12.8	36.6	43.3	7.3	61.6	Yes	Yes
Gender									
Male	89	100.0	15.9	41.5	35.4	7.3	56.1	N/A	N/A
Female	85	100.0	9.8	31.7	51.2	7.3	67.1	N/A	N/A
Racial/Ethnic Group									
White	129	100.0	9.8	36.1	46.7	7.4	64.8	Yes	Yes
African American	33	100.0	21.2	39.4	33.3	6.1	51.5	I/S	I/S
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	146	100.0	9.3	31.4	50.7	8.6	71.4	N/A	N/A
Disabled	28	100.0	33.3	66.7	0.0	0.0	4.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	174	100.0	12.8	36.6	43.3	7.3	61.6	N/A	N/A
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	169	100.0	12.3	36.4	43.8	7.4	62.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	68	100.0	21.0	40.3	37.1	1.6	46.8	Yes	Yes
Full-pay meals	106	100.0	7.8	34.3	47.1	10.8	70.6	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	174	100.0	15.2	43.9	17.7	23.2	59.1	Yes	Yes
Gender									
Male	89	100.0	12.2	45.1	17.1	25.6	63.4	N/A	N/A
Female	85	100.0	18.3	42.7	18.3	20.7	54.9	N/A	N/A
Racial/Ethnic Group									
White	129	100.0	9.0	44.3	20.5	26.2	65.6	Yes	Yes
African American	33	100.0	33.3	42.4	12.1	12.1	36.4	I/S	I/S
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	146	100.0	11.4	42.9	19.3	26.4	64.3	N/A	N/A
Disabled	28	100.0	37.5	50.0	8.3	4.2	29.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	174	100.0	15.2	43.9	17.7	23.2	59.1	N/A	N/A
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	169	100.0	14.2	44.4	17.9	23.5	59.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	68	100.0	29.0	41.9	21.0	8.1	41.9	Yes	Yes
Full-pay meals	106	100.0	6.9	45.1	15.7	32.4	69.6	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	174	100.0	26.2	39.0	15.9	18.9	34.8
Gender							
Male	89	100.0	24.4	36.6	20.7	18.3	39.0
Female	85	100.0	28.0	41.5	11.0	19.5	30.5
Racial/Ethnic Group							
White	129	100.0	16.4	44.3	18.0	21.3	39.3
African American	33	100.0	54.5	30.3	6.1	9.1	15.2
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	146	100.0	20.7	40.7	16.4	22.1	38.6
Disabled	28	100.0	58.3	29.2	12.5	0.0	12.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	174	100.0	26.2	39.0	15.9	18.9	34.8
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	169	100.0	25.3	39.5	16.0	19.1	35.2
Socio-Economic Status							
Subsidized meals	68	100.0	46.8	35.5	9.7	8.1	17.7
Full-pay meals	106	100.0	13.7	41.2	19.6	25.5	45.1

Social Studies							
All Students	174	100.0	26.8	37.2	18.3	17.7	36.0
Gender							
Male	89	100.0	26.8	34.1	20.7	18.3	39.0
Female	85	100.0	26.8	40.2	15.9	17.1	32.9
Racial/Ethnic Group							
White	129	100.0	21.3	36.1	22.1	20.5	42.6
African American	33	100.0	48.5	39.4	3.0	9.1	12.1
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	146	100.0	20.7	38.6	20.0	20.7	40.7
Disabled	28	100.0	62.5	29.2	8.3	0.0	8.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	174	100.0	26.8	37.2	18.3	17.7	36.0
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	169	100.0	26.5	37.0	18.5	17.9	36.4
Socio-Economic Status							
Subsidized meals	68	100.0	41.9	43.5	9.7	4.8	14.5
Full-pay meals	106	100.0	17.6	33.3	23.5	25.5	49.0

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	55	100.0	5.9	41.2	45.1	7.8	52.9
	4	61	100.0	5.0	38.3	50.0	6.7	56.7
	5	65	100.0	10.0	31.7	53.3	5.0	58.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	51	100.0	6.4	29.8	57.4	6.4	63.8
	4	58	100.0	16.7	44.4	31.5	7.4	38.9
	5	65	100.0	14.3	34.9	42.9	7.9	50.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	55	100.0	9.8	60.8	19.6	9.8	29.4
	4	61	100.0	15.0	30.0	25.0	30.0	55.0
	5	65	100.0	11.7	36.7	25.0	26.7	51.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	51	100.0	17.0	66.0	8.5	8.5	17.0
	4	58	100.0	11.1	37.0	27.8	24.1	51.9
	5	65	100.0	17.5	33.3	15.9	33.3	49.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	55	100.0	27.5	39.2	25.5	7.8	33.3
	4	61	100.0	23.3	33.3	21.7	21.7	43.3
	5	65	100.0	23.3	31.7	26.7	18.3	45.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	51	100.0	29.8	42.6	12.8	14.9	27.7
	4	58	100.0	27.8	31.5	22.2	18.5	40.7
	5	65	100.0	22.2	42.9	12.7	22.2	34.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	55	100.0	7.8	33.3	23.5	35.3	58.8
	4	61	100.0	8.3	51.7	20.0	20.0	40.0
	5	65	100.0	20.0	31.7	26.7	21.7	48.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	51	100.0	12.8	46.8	21.3	19.1	40.4
	4	58	100.0	33.3	31.5	20.4	14.8	35.2
	5	65	100.0	31.7	34.9	14.3	19.0	33.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 346)				
First graders who attended full-day kindergarten	93.0%	Down from 94.5%	100.0%	100.0%
Retention rate	2.0%	Up from 1.2%	2.3%	2.8%
Attendance rate	98.6%	Up from 98.4%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 6.6%	0.3%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 5.5%	0.4%	0.0%
Eligible for gifted and talented	18.4%	Down from 25.1%	16.2%	10.4%
On academic plans	27.3%	N/AV	26.4%	33.6%
On academic probation	0.0%	N/AV	0.0%	1.0%
With disabilities other than speech	6.8%	Down from 8.9%	7.5%	7.5%
Older than usual for grade	0.3%	Down from 0.6%	0.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	No change	0.0%	0.0%
Teachers (n= 28)				
Teachers with advanced degrees	53.6%	Down from 61.3%	56.7%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	17.2%	N/A	2.6%	2.4%
Teachers with emergency or provisional certificates	4.2%	Up from 3.8%	0.0%	0.0%
Teachers returning from previous year	88.8%	Down from 92.4%	89.5%	87.3%
Teacher attendance rate	96.2%	Down from 97.0%	95.0%	94.9%
Average teacher salary	\$45,645	Down 0.4%	\$43,669	\$42,485
Prof. development days/teacher	13.0 days	Up from 10.3 days	12.5 days	13.3 days
School				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Down from 19.8 to 1	19.9 to 1	18.6 to 1
Prime instructional time	92.9%	Down from 94.3%	90.2%	89.7%
Dollars spent per pupil*	\$8,019	Up 7.7%	\$6,163	\$6,557
Percent of expenditures for teacher salaries*	58.8%	Down from 68.0%	64.2%	64.0%
Percent of expenditures for instruction*	62.7%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.2%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Good	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.8%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Northside Elementary School, in partnership with home and community, is to challenge every child to be a Learner for Life. It is this team approach that makes Northside such an inviting, warm, safe and nurturing place. Northside continues as a Red Carpet school for its service to children and the school community. It is a school of high expectations that wishes the very best for every child. It is also a school that was rated exemplary in its recent Southern Association of Colleges and Schools review. Northside Elementary is a community of 348 students in grades kindergarten through grade five. There is an even split between male and female students and a variety of cultural backgrounds represented. Our class size in grades 1-3 has averaged 19 and in grades 4 and 5 the average is 22. Students and staff here at Northside have the privilege of being in a building that is clean and attractive both outside and inside. The media center has an open format and averages 29,500 books checked out each year. A fine arts program offers many opportunities for our students. Speech, Reading Recovery, English as a Second Language, a Reading Strategies class, a Resource class and a Self-Contained class all aid in the development of children needing additional assistance. Northside Elementary offers a comprehensive guidance program with a variety of programs to enhance each child's personal well being. A gifted and talented class serves students who score at the state identified level. Students in grades 3-5 have had the opportunity to participate in a literacy lunch program throughout the year to encourage and support reading. An increased emphasis is being placed on technology. Students have the opportunity to visit the media center and computer lab and a wireless computer cart is used in multiple rooms. The staff of Northside also does a terrific job in handling day-to-day clerical needs, keeping the school looking great and preparing a breakfast and lunch program. Support from an active parent group as well as the School Improvement Council provides necessary input for continued growth and school improvement. It is this well-rounded approach and quality daily instruction that has made test scores of Northside students consistently higher than the state averages. Northside also met the federal mandate in the No Child Left Behind Act of making Adequate Yearly Progress (AYP) for the third year in a row. Northside was recognized by the Education Oversight Committee for closing the achievement gap in various population subgroups for the third time in four years. We were fortunate to have a regional spelling bee finalist as well as a first place in the state quiz bowl team. There is still a yearly analysis of standardized test scores to continually seek ways to improve upon our daily instruction and support programs. Through the commitment of the Northside staff, it is our goal to meet each child's needs and encourage them to be Learners for Life.

Geoff Smith, Principal
 Suzanne Turton, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	27	60	33
Percent satisfied with learning environment	92.3%	93.3%	90.6%
Percent satisfied with social and physical environment	100.0%	94.9%	96.9%
Percent satisfied with school-home relations	100.0%	96.5%	93.8%

*Only students at the highest elementary school grade level at this school and their parents were included.